

The Integration of Language Arts Within the Curriculum

An Honors Thesis (HONORS 499)

By

Adam David Drummond

Dr. Linda E. Martin

A handwritten signature in cursive script, reading "Linda E. Martin". The signature is written in dark ink and is positioned below the printed name.

Ball State University

Muncie, Indiana

01 May 02

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FOREWARD

When I first decided on my senior thesis, I was sitting in the basement of Teachers College in a five-week summer course taught by Dr. Linda E. Martin. During these five weeks, I absorbed as much knowledge as possible in regards to teaching reading to students. We discussed a variety of strategies, reading theories, and activities to use in the classroom. But, I felt that the five weeks was not long enough to learn all that I could to prepare myself for the classroom. It was when Dr. Martin introduced Patricia Cunningham and the Four Blocks method that I realized I had found my thesis project.

I began my research on this concept in March 2001 and prepared my proposal for my thesis. I like the Four Blocks method as a teaching approach to teaching reading and writing, but I felt there was something missing. After discussing ideas with Dr. Martin, I finalized my thesis proposal. I would complete a project on integrating the curriculum within the Four Blocks method. I decided that I would look at two subjects that are often skipped or briefly touched on in an elementary classroom: social studies and science. I wanted to create a unit that incorporated Cunningham's model into the curriculum.

After choosing a unit on American Presidents and Measurement, I began my research on the integration of curriculum and the Four Blocks method. After extensive research and a firm understanding of these concepts, I started designing the units I would teach during my student teaching semester (Spring 2002). The process of designing seemed too easy. The lesson plans seemed to flow, the writing ideas were superfluous, and the standards were easily identified in the lessons I designed. I knew this was too easy to be true.

When it came time to gather resources for the Guided Reading block, I soon found that my trade books I anticipated to find in the school and public library, as well as the bookstores, were not at my fingertips. In fact, they were almost nowhere to be found for second grade reading levels. The lack of resources made it very difficult to succeed. However, through manipulation of my lessons and careful reconstruction of the objectives, I managed to alter the Guided Reading block to be a very successful learning time for my students.

The Four Blocks method created by Patricia Cunningham seems too logical. I ask myself, "Why hasn't the education system been using this for years?" The answer, however, is just as simple. Teachers are unwilling to change. New ideas are preposterous to many of

the veteran teachers. It takes too much time and energy to creating a classroom that uses Cunningham's theories to teach children reading, writing, and even listening skills.

While Cunningham's theory and practice is a step in the right direction, it is simply not enough. Through careful planning, I developed units that integrated the Four Blocks method into curriculum that is often missed because of time. Teachers state they do not have time to include social studies, science, and even current events. But, by developing units that discuss these disciplines, while teaching reading, writing, and listening skills, teachers are able to teach the curriculum that is necessary.

Even though the Four Blocks method breaks reading and writing into four blocks, does not mean that these four blocks should be isolated in the classroom. These are different concepts that are used to teach reading and writing. The best way I found to teach the Four Blocks method is to not only integrate the curriculum into the Four Blocks, but to integrate the four blocks within each other. Isolation of any teaching style tends to bore children, and make the work monotonous. With careful planning and decision-making, teachers will be able to make the classroom a spontaneous, interesting classroom for students.

By no means is Cunningham's model the sole way to teach. Nor is the integration of curriculum into models such as the Four Blocks method. But, I assure you that through careful planning, time commitment, and a little creativity, teachers are able to build successful units that capture the interest of the students, while teaching the standards that are required by the state. Learning may occur through worksheets, book work, and basals, but how involved are the children? As educators, we have the right and responsibility not only to teach our students, but to make them lifelong learners. Will worksheets and lectures make our students lifelong learners? Or will the integration of curriculum into the development and teaching of reading, writing, and listening skills intrigue our students to be dedicated to the fulfillment of learning? The decision is yours.

Integration of Language Arts within the Curriculum

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Section I

Project Proposal

HONORS COLLEGE PROJECT PROPOSAL

As a member of the Honors College, you are required to complete an Honors project. This project permits you to build on your experiences throughout your college career and develop a unique product (paper or creative work). The project qualifies for three credits of Honors 499, and is graded. In addition to presenting your work, successful completion requires an abstract for the Honors College. See the Guide for the Senior Honors Thesis available from the Honors College

The first step in undertaking an Honors project is to identify a topic and a BSU faculty member, who will serve as your project adviser. *If you need help developing your proposal, finding a topic, or identifying a project advisor*, you are welcome to discuss possibilities with Dean James Ruebel or Assistant Dean Joanne Edmonds before submitting the proposal. When your proposal is ready for approval, sign up for an interview with Dean Ruebel or Edmonds in 104 Carmichael and bring this completed form with you. Make appointments by calling the Honors College at 5-1024.

Please provide the following information:

Name Adam D. Drummond ID # 311-98-1021 E-mail addrummond@bsu.edu
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Major(s) Elementary Education Graduation date May 2002 (i.e. Spring 2000)
Academic Advisor Amy Chamberlin Project Advisor Dr. Linda E. Martin
Title of Honors Project Integration of language Arts within the Curriculum

1. The Honors project should broaden your educational experience through independent work that adds to your knowledge and develops your talents. How will your project help you accomplish these objectives and add to your personal goals? Why, in short, do you want to do this particular project?

Please see attached sheets.

2. What will be the outcome of this project? (Be specific--e.g., a paper, finished piece of research, creative activity...)

Please see attached sheets.

Adam D. Drummond 4-29-01
Student's Signature Date
Linda E. Martin 5-1-01
Project Advisor's Signature * Date

*Your signature indicates that you have read and approved this proposal.

Please type all information requested. Write clearly and concisely. Explain all abbreviations and technical terminology. Check your spelling! (You may do this on a separate form if you wish, and you may combine answers to the questions below.)

1. **Objective or Thesis** (include target audience, purpose):

Please see attached sheets.

2. **Project Description** (please be specific--approximately two paragraphs):

Please see attached sheets.

3. **State what the importance or implications of this project is (or are).** I.e., what do you expect to learn, or what would others learn from knowing about your anticipated results?

Please see attached sheets.

Adam David Drummond

Honors College Project Proposal:
"Integration of Language Arts within the Curriculum"

Dr. Linda E. Martin, Project Advisor
Department of Elementary Education
01 May 2001

1. Objective or Thesis (include target audience, purpose):

By creating unit plans in the areas of social studies, science, and/or health, I will work to create an integrated curriculum that focuses on the importance of using language arts to enhance the different subject areas in all grade levels, specifically second grade.

2. Project Description (please be specific--approximately two paragraphs):

I will spend the fall semester creating the unit plans in the different subject areas mentioned above. I will use the Indiana Academic Standards to make sure the lesson plans will fit the needs of second grade students. These lesson plans will be created using a lesson plan format that I will determine, and have improved by Dr. Martin. I will work diligently to incorporate trade books (novels, picture books, etc.) and other literature into the lessons. I will also create all the manipulatives I need for the lessons.

Upon completion of the unit plans, I will use at least one (hopefully all of them) into my student teaching. With the approval of my classroom supervisor, I will teach the units, and evaluate the strengths and weaknesses of my plan(s) using video documentation, journal writing daily, pictures and student work. I will create a portfolio for each of the lessons that I teach, and write a brief analysis (3-5 pages) of the units.

3. State what the importance or implications of this project is (or are). I.e., what do you expect to learn, or what would others learn from knowing about your anticipated results?

I hope to learn how to incorporate language arts into the curriculum. Through my education courses and research done on my own time, I feel that integrating language arts into the curriculum is the next step in student success in the elementary classroom. Researchers such as Patricia Cunningham and Lucy McCormick Calkins have found that reading and writing is essential to academic student success. I feel that by completing this project, I will be more prepared to teach in my classroom. I also hope my colleagues learn the importance of using language arts in the classroom daily.

Adam David Drummond

Honors College Project Proposal:
"Integration of Language Arts within the Curriculum"

Dr. Linda E. Martin, Project Advisor
Department of Elementary Education
01 May 2001

1. The Honors College project should broaden your educational experience through independent work that adds to your knowledge and develops your talent. How will your project help you accomplish these objectives and add to your personal goals? Why, in short, do you want to do this particular project.

I feel this project will increase my appreciation for the language arts, and the importance of incorporating reading and writing within other topics in the curriculum. I have had numerous experiences in working with math since my concentration area in elementary education was mathematics. This project will give me the other spectrum of the curriculum by devoting my times to find ways to weave language arts into areas such as social studies and/or science. I feel by completing this project, I will have a stronger knowledge base for literature and language arts, and will be a better teacher for having created two or three unit plans based on the Indiana Academic Standards for Language Arts.

2. What will be the outcome of hits project? (Be specific--e.g., a paper, finished piece of research, creative activity...)

I have many outcomes for this project. I will create two or three unit plans that will focus on integrating language arts into topics such as social studies, science and possibly health education. Once these units are created (during fall semester), I will attempt to use these unit plans in my student teaching (Spring, 2002 Northwest Elementary School, Second Grade, Huntington County School Corporation). I will assess and evaluate these lessons by using portfolios, videos, pictures and student work to determine how well the language arts were integrated. I will turn in the unit plans, the video assessments, pictures and student work with a final analysis of the project.

Section II

Introduction to Thesis

Scenario:

A typical day in a second grade classroom at Northwest Elementary school in Huntington, IN: Students arrive at 8:55 a.m. and have ten minutes to prepare for the day. With the signal of the bell at 9:05 a.m., school has started. The seven and eight year olds are with their teacher for approximately two hours of dedicated instruction/learning time before lunch. The students have approximately an hour for lunch, recess and a restroom break. Throughout the afternoon they usually have a special (art, music, gym, library or counseling), and an afternoon recess. These interruptions, while needed and valued, leave the classroom teacher another hour of teaching. By the time the bright yellow buses arrive at 3:30 p.m., the students have packed up and are headed home for the day.

This classroom example could be almost any school in America. The value of this scenario is simple: With only three to three and a half hours of instructional time, a classroom teacher must look into alternative ways to present information that is used in a timely fashion. The teacher must also create a classroom curriculum that helps students learn in many different ways, so students may be able to perform adequately on standardized tests, as well as other forms of assessments. With the creation of the Four Blocks method (Cunningham, Hall and Defee, 1991), and an integrated curriculum (Dewey, 1933), teachers are able to create a classroom environment that maximizes the amount of information that can be taught, and learned by the students. The Four Blocks method has become widely used across America in recent years to teach children language arts. The purpose of this Honors Thesis is to organize and

apply these concepts to other areas of the elementary education curriculum. A description of the Four Blocks method and integrated curriculum follow.

Four Blocks Method:

In 1989, Patricia Cunningham and colleagues created the Four Blocks method. These three teachers, with over 38 years of classroom experience, wanted to find a way to organize a classroom to meet the needs of a diverse student population without the use of ability grouping (Cunningham, et. al., 1991, 570). With their objective set, the organization of the classroom has evolved into what is known as the Four Blocks method.

Cunningham, et. al. (1991), organized the Four Blocks method to include four best practices that should be considered in a language arts program. These four best practices include Guided Reading, Self-Selected Reading, Writing and Working with Words. This theory helps organize the language arts curriculum so that reading and writing are taught in a variety of ways.

Guided Reading exposes children to a wide range of literature experiences with an emphasis being placed on the building of comprehension. There are a variety of before and after reading activities that are used to encompass a variety of literature. Types of literature may include big books that are shared as a class, basal readers, newspapers, chapter books, or magazines. Guided Reading may include the teacher guiding the classroom through a book, partner reading and small group instruction (p. 43-85).

Self-Selected Reading encourages children to become lifelong readers through many opportunities for children to read on their own time. What makes this component of the Four Blocks so successful is that children are able to choose books that they would want to read. It is important that the classroom teacher collects a variety of books so that all topics and genres may be made available to the students. Teachers may choose silent reading time, teacher read-alouds, or conferences with students during this block of instruction (p. 21-42).

The Writing Block helps children develop their writing skills through many different activities in the classroom. Through the use of mini-lessons, conferences, journal writing, and model writing, children are given the opportunity to improve their writing skills and have an opportunity for one-to-one teacher interaction. Children are also encouraged to use the writing process, and eventually share their writing by publishing books within their classroom (p. 87-121).

The final block of the Four Blocks method is the Working With Words component. This aspect empowers the students to read and spell words through interactive activities that help create a word bank for children, as well as building phonemic awareness. One of the most popular activities within this block is the Word Wall. Other activities include Guess the Covered Word, Rounding up the Word, Using Words You Know and Making Words (p. 123-168).

Cunningham, et. al. (1991) worked in a first grade classroom at Clemmons Elementary School in Winston Salem, North Carolina, during the 1989-1990 school year with the purpose of creating a way to organize a classroom language arts program that does not include ability grouping. Two of the three colleagues observed, recorded

and assessed student learning, success and failures, while the third colleague taught the class (p. 566). The teachers met regularly to share ideas, concerns, problems and questions. With the organization of the classroom language arts program, the teachers found outstanding results from all the students, not just the students who could read well (p. 570). Cunningham, et. al. (1991) believe there are four reasons that the four block method is an effective program. These reasons include: (a) there are a variety of ways that reading and writing are presented, (b) adjustments were made for each student through the use of observation and evaluation tools, (c) “traditional” seatwork was virtually non-existent, and finally (d) students were expected to be good readers and writers, and examples were given to them (p. 568).

Integration of Curriculum:

The first time integration was used in a classroom began in the Laboratory School of the University of Chicago, later called the Dewey School in 1896. The purpose of the school was to develop the school as a “cooperative community that would meet the social needs of the students and the intellectual development of the child through activity” (www.orst.edu). Dewey realized that a child’s interest was not subject specific, but rather went across the spectrum.

Integration of curriculum really grew from Dewey’s early ideas of what an integrated curriculum should be. The next school to really capture the importance of integration was the Lincoln School of Teachers College in the late 1910s and early 1920s. Abraham Flexner’s book, “A Modern School,” helped create a school that

provided children with nearly real-life situations, and included all subjects of a traditional school setting.

Despite integration beginning as early as the 19th century, the classroom curriculum continues to be predominately taught subject by subject, unit by unit. However, with the philosophies and ideas of researchers like Dewey and Flexner, the concept of integrating curriculum is finally becoming more widely used in classrooms across the nation. I feel it is important that students see the connections between science and language arts, math and social studies, because in the real world, problems and situations are not broken up by subjects. For example, scientists have to write up lab reports and assessments on what they have found in their research. If they are not able to write well, those reading the research may question the validity of the scientist.

The use of integration aligns the curriculum to prepare children to advance and learn in ways that are more conducive to real-life situations. In addition to integration occurring in life experiences, state curriculum standards have been created as an assessment of student knowledge, and a guideline for teachers to follow. These standards, known as the Indiana Academic Standards, are then tested in numerous facets, including but not limited to the Indiana Statewide Testing for Educational Progress (ISTEP). In the ISTEP+, students are required to not only know the answer to questions in math and language arts, but also to explain how they arrived at the answer.

For example, in the third grade ISTEP+ students were given a poem to read. After reading the poem they are asked to respond to a writing prompt (Appendix A, Page 5). They provide a place for a rough draft for the students, and then students are

given an additional sheet for their final copy. Students are expected to start sentences with capital letters, capitalize proper nouns, end sentences with correct punctuation and subject/verb agreement.

Along with the tests, the Indiana Department of Education web site, www.doe.state.in.us, offers a Teacher's Scoring Guide (Appendix B). This guide shows teachers how the writing prompts are graded for both reading and math. They take the teacher through the different phases of the prompts, and provide rubrics for the writing sections. Pages 16-27 shows the rubrics for the writing prompt that had been discussed earlier. This guide also provides writing examples of each level of writing.

While the ISTEP is not used until the third grade, it is essential that the writing and reading processes be integrated into other areas of the curriculum in the second and even the first grade. It is important that second grade teachers are well aware of what is covered in the ISTEP because third grade teachers only have the students for a short time before ISTEPS occur.

Thesis Intention:

Now knowing a brief history of the Four-Blocks method and the integration of curriculum, it is my intention to fuse these two concepts together to create a new and exciting way to teach in other areas of the curriculum. In this process, there will be several steps in which I will take to create a social studies and science unit plan for a second grade classroom. Each step is described in detail in a timeline that has been created in the Appendix section (Appendix C).

1. Decision: What to Develop?

The decision to complete a thesis was twofold. This thesis fulfills the final Honors requirement to graduate from Ball State University with an Honors diploma. Secondly, I wanted to focus on a current educational trend that helps students succeed in the classroom. The decision to work with the "Integration of Language Arts within the Curriculum" came in May 2001.

2. Planning, Organizing and Creating a Time Line

I will research the two topics, Four Blocks method and integration, to create a foundation for this thesis. Between the time of May, 2001 and September 2001, I will also create a time line for this project, and meet weekly with my thesis advisor, Dr. Linda Martin.

3. Developing the Plans

Between the months of September, 2001 and December 2001, I will work with my thesis advisor, as well as my classroom teacher, Mrs. Jean Gehrke, to create two lesson plans that focus on science and social studies. With the guidance of these two educators, I will develop two units that bring the Four Blocks method to life in areas of the curriculum that are not usually fully developed.

4. Implementation

a. Teaching

It is my intention to take these plans and use them (step four) during my student teaching experience in January 2002 at Northwest Elementary School, Huntington, IN.

b. Assessment

I will observe, assess and evaluate these plans and my students through the use of videotapes, self-evaluation, and evaluations of the classroom teacher, thesis advisor, and Ball State Supervisor.

5. Reflection and Evaluation

Upon completion of these two units, I will take the assessments and make changes that were suggested by my peers, colleagues and students.

I understand that a unit is never perfect the first, second or third time. It is extremely important to reflect after a lesson is taught, and to continuously improve the quality of the lesson so that the learning may be maximized for all individuals involved.

Section III

Social Studies Unit Plan

Pre-lesson Ideas

Social Studies Unit Plan "American Presidents"

Four Blocks Method Lesson Ideas

The Self-Selected Reading Block

Teacher Read Alouds:

- Will begin each morning reading a book about an American President or books such as "So You Want to Be President?"

Teacher Conferencing with Students:

- In week one of the unit I will have eight students (two Tuesday-Friday) spend 5 minutes with me reading so I can assess for comprehension.
- In week two of the unit I will have the other eight students (two Monday-Thursday) spend 5 minutes with me reading so I can assess for comprehension.

FORE (Four Our Reading Enjoyment)

- Students will have an opportunity to have time at least twice each week to read on their own time. I will have crates of books about American Presidents, the US government, etc. for them to read. The crates will be located at their table clusters.

The Guided Reading Block

KWL Chart: (Monday, Week One)

- I will use this as an introduction into the topic of American Presidents.

Choral Reading: (Tuesday, Week Two)

- I will spend one/two days using choral reading with Poetry about American Presidents. The following web site provides links to Presidential Poetry: www.americanpresidents.org/classroom/repoeem.asp.

Three Ring Circus Reading: (Wednesday-Friday, Week One)

- Students will alternate reading with a partner, with me, and by themselves. I will attempt to find trade books that can be made available for the students. If this is not available, I will use basal stories. (Cunningham, et. al, p. 57).

Sticky Reading: (Wednesday-Friday: Week One; Monday-Friday: Week Two)

- Students will use sticky notes throughout their guided reading to highlight interesting facts from things they read.

Encyclopedias/President Books: (Thursday, Week One)

- I will spend a day guided the children through a lesson on how to use resource books, such as the President Books:

Internet: (Friday, Week One; Monday-Tuesday, Week Two)

- A more non-traditional approach to Guided Reading, I will have a list of web sites that I have pre-approved that they will go to for information. With these sites will be an activity guide that walks them through the site.

The Writing Block:

Activity Centers: (I would like to do more with this depending on parental involvement).

- Capitalization and Punctuation: (Monday-Tuesday, Week One)
- Parts of Speech (Wednesday-Thursday, Week One)

The Person Behind the Title: (Friday-Friday, Week One and Two)

- Students will be paired into groups of three. The students will draw a name of a president. The students will have to research that president and find specific information about the president (to be determined in the lesson). Students will work together to research their President during FORE, Guided Reading, etc. The group will be determined by me on Monday of the first week. Each student will have to write a "report" on the president. Also, the group will present their president on Friday of week two.

D.O.L. (Daily Oral Language)

- Students will have D.O.L. every morning when they come in.
- This will be working with grammar, and other items that will be covered in the Activity Centers.

The Working With Words Block:

Word Wall: (Monday-Friday, Week One; Monday-Friday, Week Two)

- Since this is second semester, we will have 7 new words added to the word wall each week.
- Along with these seven words, they will have an additional 8 that are spelling words for the week. All of these words will be associated with Presidents in some way, and many will be two syllable.

Making Words: (Tuesday-Wednesday, Week One)

- We will take some of the words that we have in spelling and that are on the word wall that relate to the presidents, and practice adding -ed, -ing, -y, -s, and -es.
- We will also look at abbreviations.

Decoding Words: (Thursday-Friday, Week One; Monday-Tuesday, Week Two)

- We will use words like president, American, Washington, etc. and find smaller words within these words.

Rubrics:

I will create rubrics to use when looking at the following during this two week lesson:

- Presentation to the class
- Student "report"
- Activity Centers
- Teacher Conferencing with Student
- Internet Guided Activity

Assessment:

Students will be assessed on the following:

- Presentation to the class
- Student "report"
- Activity Centers
- Teacher Conferencing with Student
- Spelling test
- D.O.L.

Literature: American Presidents

<u>If You Grew Up With Abraham Lincoln</u>	by Ann McGovern
<u>The Man on the Penny</u>	by Robinett, Bell and Rojas
<u>True Stories About Abraham Lincoln</u>	by Ruth Belov Gross
<u>Just Like Abraham Lincoln</u>	by Bernard Waber
<u>Young Abraham Lincoln</u>	by Andrew Woods
<u>Abe Lincoln's Hat</u>	by Martha Brenner
<u>Adventures of George Washington</u>	by Margaret Davidson
<u>George Washington: A Picture Book Biography</u>	by James Cross Giblin
<u>George Washington: Country Boy, Country Gentleman</u>	by Tracey E. Dils
<u>George Washington's Mother</u>	by Jean Fritz
<u>George Washington's Breakfast</u>	by Jean Fritz
<u>Young George Washington</u>	by Andrew Woods
<u>George Washington</u>	by Mary Pope Osborn
<u>The Story of the White House</u>	by Kate Waters

Tentative Schedule

Week of: Week One SS Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
9:05 a.m. Attendance and Lunch Stick D.O.L.	9:05 a.m. Attendance and Lunch Stick D.O.L.	9:05 a.m. Attendance and Lunch Stick D.O.L.	9:05 a.m. Attendance and Lunch Stick D.O.L.	8:00 a.m. Attendance and Lunch Stick D.O.L.
9:20 a.m. First Grade: Writing Second Grade: Math w/ Mrs. Pulver	9:20 a.m. First Grade: Writing Second Grade: Math w/ Mrs. Pulver	9:20 a.m. First Grade: Writing Second Grade: Math w/ Mrs. Pulver	9:20 a.m. First Grade: Writing Second Grade: Math w/ Mrs. Pulver	9:20 a.m. First Grade: Writing Second Grade: Math w/ Mrs. Pulver
10:20 a.m. Read: "So You Want to Be President" Journal Entry: "Why I Would/Would Not Want to Be President"	10:20 a.m. Activity Center: Capitalization/Punctuation Introduce Trade Books that are in crates at tables	10:20 a.m. 3-Ring Circus Journal Entry: "What Makes A Good President?"	10:20 a.m. 3-Ring Circus Journal Entry: "If I was President..."	10:20 a.m. Presidential Project An introduction and explanation of the project/ reports the students will work on for the next week
11:00 a.m. Word Wall Introduction:	11:00 a.m. FORE Conference 11:00-11:10 _____ Conference 11:10-11:20 _____	11:00 a.m. FORE Conference 11:00-11:10 _____ Conference 11:10-11:20 _____	11:00 a.m. FORE Conference 11:00-11:10 _____ Conference 11:10-11:20 _____	11:00 a.m. Introduce Pages 1-2
11:23 a.m. Restroom Break	11:23 a.m. Restroom Break	11:23 a.m. Restroom Break	11:23 a.m. Restroom Break	11:23 a.m. Restroom Break
11:28 a.m. Lunch	11:28 a.m. Lunch	11:28 a.m. Lunch	11:28 a.m. Lunch	11:28 a.m. Lunch
12:00 p.m. Recess: DUTY FREE	12:00 p.m. Recess: DUTY FREE	12:00 p.m. Rec DUTY FREE	12:00 p.m. Recess: DUTY FREE	12:00 p.m. Recess: DUTY (

Week of: Week One SS Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
12:35 p.m.	12:35 p.m.	12:35 p.m.	12:35 p.m.	12:35 p.m.
Abe Lincoln Speech	P.E. Shoes	Learning Center	Encyclopedia and Presidents Books Lesson and How to Use these resources	Conference: 12:40-12:50 _____ Conference: 1:00-1:10 _____
Introduction of the next two weeks.	12:45 p.m.	Time lines Lesson		FORE Complete any activity centers not yet completed
	Physical Education			
1:10 p.m.	1:25 p.m.	1:10 p.m.	1:20 p.m.	1:20 p.m.
Music	Making Words	Music	Printing	Printing
1:45 p.m.	Lesson About George Washington	1:45 p.m.	1:30 p.m.	1:30 p.m.
KWL Chart about Presidents/White House/ Government		Sticky Reading	Library	Counseling Internet Introduction Computer Labs
2:10 p.m.	2:10 pm.	2:10 p.m.	2:00 p.m.	2:00 p.m.
Lesson About the White House	Learning Centers	Making Words	Learning Center	Spelling Test
			Journal: "If I Could Choose Anyone to Be President, it Would Be..."	
2:30 p.m.	2:30 p.m.	2:30 p.m.	2:30 p.m.	2:30 p.m.
Recess: DUTY FREE	Recess: ON DUTY	Recess: DUTY FREE	Recess: DUTY FREE	Recess: DUTY EVERY 4 WKS.
3:00 p.m.	3:00 p.m.	3:00 p.m.	3:00 p.m.	3:00 p.m.
Activity Center &/or FORE	Sticky Reading Introduction and Deomonstration	Learning Centers	Decoding Words	3-Ring Circus End of Week Summary
3:25 p.m.	3:25 p.m.	3:25 p.m.	3:25 p.m.	3:25 p.m.
Wrap Up & Dismiss at 3:40 p.m.	Wrap Up & Dismiss at 3:40 p.m.	Wr & Dismiss at 3:40 p.m.	Wrap Up & Dismiss at 3:40 p.m.	Wrap Up & Dis 3:40 p.m.

Week of: Week Two SS Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
12:35 p.m. Internet Activity	12:35 p.m. P.E. Shoes	12:35 p.m. Example of Book Page	12:35 p.m. Work on Big Book page	12:35 p.m. Big Book
	12:45 p.m. Physical Education	Presidential Project: Page 9		
1:10 p.m. Music	1:25 p.m. Decoding Words	1:10 p.m. Music	1:20 p.m. Printing	1:20 p.m. Printing
1:45 p.m. Presidential Project: Pages 3-4		1:45 p.m. Presidential Project: Pages 10-11	1:30 p.m. Library	1:30 p.m. Counseling
2:10 p.m. The Person Behind the Title Group Work Time	1:45 pm. Presidential Project: Pages 5-6	2:10 p.m. Making Words	2:00 p.m. Activity Center (Fun activities about Presidents)	2:00 p.m. Spelling Test
2:30 p.m. Recess: DUTY FREE	2:30 p.m. Recess: ON DUTY	2:30 p.m. Recess: DUTY FREE	2:30 p.m. Recess: DUTY FREE	2:30 p.m. Recess: DUTY EVERY 4 WKS.
3:00 p.m. Decoding Words	3:00 p.m. Sticky Reading (research)	3:00 p.m. Report Questions/Model	3:00 p.m. Big Book	3:00 p.m. Party with the Presidents
3:25 p.m. Wrap Up & Dismiss at 3:40 p.m.	3:25 p.m. Wrap Up & Dismiss at 3:40 p.m.	3:25 p.m. Wrap Up & Dismiss at 3:40 p.m.	3:25 p.m. Wrap Up & Dismiss at 3:40 p.m.	3:25 p.m. Wrap Up & Dismiss at 3:40 p.m.

Week of: Week Two SS Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
9:05 a.m. Attendance and Lunch Stick D.O.L.	9:05 a.m. Attendance and Lunch Stick D.O.L.	9:05 a.m. Attendance and Lunch Stick D.O.L.	9:05 a.m. Attendance and Lunch Stick D.O.L.	8:00 a.m. Attendance and Lunch Stick D.O.L.
9:20 a.m. First Grade: Writing Second Grade: Math w/ Mrs. Pulver	9:20 a.m. First Grade: Writing Second Grade: Math w/ Mrs. Pulver	9:20 a.m. First Grade: Writing Second Grade: Math w/ Mrs. Pulver	9:20 a.m. First Grade: Writing Second Grade: Math w/ Mrs. Pulver	9:20 a.m. First Grade: Writing Second Grade: Math w/ Mrs. Pulver
10:20 a.m. Read: Story (TBA) Journal Entry: "The Hardest Part About Being President Would Be..."	10:20 a.m. Choral Reading at Reading Corner (TBA) Discussion of Story	10:20 a.m. Presidential Project: Pages 7-8	10:20 a.m. Presidential Project: Page 12 Meet with Group 1: 10:25 Meet with Group 2: 10:40	10:20 a.m. Present/Share Big Book
11:00 a.m. FORE Conference 11:00-11:10 _____ Conference 11:10-11:20 _____	11:00 a.m. FORE Conference 11:00-11:10 _____ Conference 11:10-11:20 _____	11:00 a.m. FORE Conference 11:00-11:10 _____ Conference 11:10-11:20 _____	11:00 a.m. FORE Conference 11:00-11:10 _____ Conference 11:10-11:20 _____	11:00 a.m. Present/Share Big Book
11:23 a.m. Restroom Break	11:23 a.m. Restroom Break	11:23 a.m. Restroom Break	11:23 a.m. Restroom Break	11:23 a.m. Restroom Break
11:28 a.m. Lunch	11:28 a.m. Lunch	11:28 a.m. Lunch	11:28 a.m. Lunch	11:28 a.m. Lunch
12:00 p.m. Recess: DUTY FREE	12:00 p.m. Recess: DUTY FREE	12:00 p.m. Rec DUTY FREE	12:00 p.m. Recess: DUTY FREE	12:00 p.m. Recess: DUTY

Week of: Week Two SS Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
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9:20 a.m. First Grade: Writing Second Grade: Math w/ Mrs. Pulver	9:20 a.m. First Grade: Writing Second Grade: Math w/ Mrs. Pulver	9:20 a.m. First Grade: Writing Second Grade: Math w/ Mrs. Pulver	9:20 a.m. First Grade: Writing Second Grade: Math w/ Mrs. Pulver	9:20 a.m. First Grade: Writing Second Grade: Math w/ Mrs. Pulver
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11:23 a.m. Restroom Break	11:23 a.m. Restroom Break	11:23 a.m. Restroom Break	11:23 a.m. Restroom Break	11:23 a.m. Restroom Break
11:28 a.m. Lunch	11:28 a.m. Lunch	11:28 a.m. Lunch	11:28 a.m. Lunch	11:28 a.m. Lunch
12:00 p.m. Recess: DUTY FREE	12:00 p.m. Recess: DUTY FREE	12:00 p.m. Recess: DUTY FREE	12:00 p.m. Recess: DUTY FREE	12:00 p.m. Recess: DUTY FREE

**Selected Social Studies
Indiana Academic Standards**

Social Studies Unit Plan “American Presidents”

Indiana Academic Standards that will be addressed:

Social Studies:

Standard 1: History

Students will differentiate between events that happened long ago and recently, recognize examples of continuity and change in local and regional communities, and consider ways that people and events of the past and present influence their lives.

- 2.1.1 Listen to historical stories and compare daily life in the past and present.
- 2.1.4 Explain the meaning of community celebrations and traditions.
- 2.1.5 Develop a simple time line of important events in their own lives.

Standard 2: Civics and Government

Students will explain why communities have governmental and laws and demonstrate that people in the United States have both rights and responsibilities.

- 2.2.4. Identify real people and fictional characters who were good leaders and good citizens, and explain the qualities that make them admirable, such as honesty, and trustworthiness.

Standard 5: Individuals, Society, and Culture

Students will explain how local communities are made up of a variety of individuals and groups, identify cultural traditions in their own locality, and use a variety of information resources to learn about their own community and other cultures.

- 2.5.5 Identify people of different ages, cultural backgrounds, traditions, and careers, and explain how they contribute to the community.

English/Language Arts

Standard 1: READING: Word Recognition, Fluency, and Vocabulary Development

Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral, and silent reading.

Decoding and Word Recognition:

- Decode (sound out) regular words with more than one syllable.
- Recognize common abbreviations.
- Read aloud and fluently and accurately with appropriate changes in voice and expression.

Standard 2: READING: Comprehension

Students read and understand grade-level-appropriate material. They use a variety of comprehension strategies, such as asking and responding to essential questions, making predictions, and comparing information from several sources to understand what they read. The selections in the Indiana Reading List illustrate the quality and complexity of the materials to be read by the students. In addition to their regular school setting, at Grade 2, students read a variety of grade-level-appropriate narrative (story) and expository (informational) texts (such as grade-level-appropriate classic and contemporary literature, poetry, children's magazines and newspapers, dictionaries and other reference materials, and on-line information.

Structural Features of Information and Technical Materials

- Use titles, tables of contents, and chapter headings to locate information in text.

Comprehension and Analysis of Grade-Level-Appropriate Text

- Ask and respond to questions to aid comprehension about important elements of informational texts.
- Restate facts and details in the text to clarify and organize ideas.
- Follow two-step written instructions.

Standard 4: WRITING: Writing Process

Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

Organization and Focus

- Organize related ideas together to maintain a consistent focus.

Research and Technology

- Understand the purpose of various reference materials.
- Use a computer to draft, revise, and publish writing.

Evaluation and Revision

- Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.
- Revise original drafts to improve sequence (the order of events) or to provide more descriptive detail.

Standard 5: WRITING: Writing Applications

At Grade 2, students are introduced to letter writing. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Students continue to write simple rhymes and poems. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4--Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose of writing.

- Write a brief description of a familiar object, person, place or event that:
 - develops a main idea
 - uses details to support the main idea.
- Use descriptive words when writing.

Standard 6: WRITING: Written English Language Conventions

Students write using Standard English conventions appropriate to this grade level.

Handwriting

- Form letters correctly and space words and sentences properly so that writing can be read easily by another person.

Sentence Structure

- Use the correct word order in written sentences.

Grammar

- Identify and correctly write various parts of speech, including nouns and verbs.

Capitalization

- Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.

Spelling

- Spell correctly words like was, says, said, who what, why, which are used frequently but do not fit common spelling patterns.

Standard 7: LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation. Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Students use the same Standard English conventions for oral speech that they use in their writing.

Comprehension

- Determine the purpose or purposes of listening.
- Paraphrase information that has been shared orally by others.

Organization and Delivery of Oral Communication

- Organize presentations to maintain a clear focus.
- Speak clearly and at an appropriate pace for the type of communication.

Speaking Applications

- Report on a topic with facts and details, drawing from several sources of information

Lesson Plans

KWL Chart about Presidents

The White House

Abraham Lincoln

Encyclopedia/Resources

Reading Presidential Timelines

Using the Internet Safely

George Washington

Asking Relevant Questions

President Project

Big Book Class Project

People and Places of the White House

Parts of Speech

Presidents of the United States

Capitalization and Punctuation

Journal Entries

Word Wall Words

Daily Oral Language

**Senior Thesis
Lesson Plan Format**

I Objectives:

II Goal(s) of the Lesson:

III Materials Needed:

IV Engagement/Focus:

V Intentional/Teach Content:

VI Practice:

VII Assessment:

American Presidents
"KWL Chart about President"
Lesson Plan

I Objectives:

Students will identify statements they know about the president based on previous knowledge.
Students will be able to brainstorm questions they want to know about presidents and/or White House.

II Goals for the Lesson:

After reading the story, "So You Want to be President" and talking about President Lincoln's speech, you will be able to tell the class what you know about presidents. You will also decide what you want to know about presidents.

III Materials Needed:

Overhead
Overhead Markers
Transparency for K & W
Poster Board and/or Butcher Block paper
Markers
Various pictures about the president

IV Engagement/Focus

1. I will have the students think about our current president, George W. Bush. What do we know about President Bush? What would we like to know? While they are thinking about this, I will show the students pictures of presidents, the White House, and other pictures about America.
2. After thinking about this question, I will ask students to respond by raising their hand. We will take a few responses, and I will ask another question. "What do you know about being President of the United States and the American government?"

V Intentional/Teach Content:

1. I will have the students spend three minutes in their groups to determine what they know about the question.
2. When time has expired, I will ask the students to respond to my question. I will go from table to table and record the responses on the overhead. We will continue this brainstorming session until we have exhausted all of the responses.
3. By doing this first part together of the KWL chart, I modeled how we went about answering the first part of the chart.

VI Practice

1. I will now ask the students, "What do you want to learn about presidents?"
2. I will give each child a page with this question at the top of the page. The students will spend 3-4 minutes working on this question quietly at the table.
3. After completing this task, I will ask the students to star their TWO (2) favorite questions.
4. The students will share these with each other in their group. Once they have shared (3-4 minutes), I will ask the students to pick the 3 BEST questions.
5. Each group will receive another copy of the page and will write these questions on the page.
6. Each group will present their questions, and I will record the responses on the overhead. I will ask the students why these are good questions. Responses may vary, but I want to emphasize that good questions are questions that ask why or how, and are not close ended (yes or no) questions.
7. I will collect all the sheets from the students.

VII Assessment

1. I will assess the students understanding of the KWL chart by reviewing the questions that the children created. I will look for the following criteria when reviewing the pages they used to brainstorm:
 - Did the student write a question?
 - Was the question relative (about the topic)?
 - Did the question make sense?
2. I am mainly checking to see if the child did the activity. I also think it is important that the child brainstorms about the topic.
3. When we are completing the activity about what they know, I will do an informal assessment by choosing random students to give a response about what they know. It is important that all students are given an opportunity to share in front of the class.

VIII Resources

“50 Literacy Strategies”

IX Indiana Academic Standards

English/Language Arts

1. Standard 2: READING: Comprehension
Comprehension and Analysis of Grade-Level-Appropriate Text
2. Standard 4: WRITING: Writing Process
Organization and Focus

American Presidents
"The White House"
Lesson Plan

I Objectives:

- Students will be able to draw and identify rooms in the White House.
- Students will be able to compare and contrast the rooms of the White House with their houses.
- Students will be able to identify what the rooms of the White House are used for.

II Goals for the Lesson:

After reading the story and going through a virtual tour of the White House, you will be able to see where the President of the United States works and lives. You will also learn about the uses of many rooms in the White House.

III Materials Needed:

Computer
paper
crayons
pencil
chalkboard
Compare and Contrast Board
"The Story of the White House" by Kate Waters
Pictures of the White House
Butcher block paper

IV Engagement/Focus

1. I will have the students go to the computer room.
2. I will have pre-determined the groups, and will have the groups on the chalkboard when they come to the room. Each group will find a place to sit on the floor. I will have the word, White House, written on the chalkboard.
3. I will give each group a piece of butcher block paper and markers. I will instruct the students to brainstorm as many words, phrases, people and ideas they can think of about the White House.
4. Upon completion of this activity, I will have the students bring their paper to the front of the classroom, and report what they brainstormed about the White House. We will hang these up on the chalkboard, and discuss the ideas as a class.

V Intentional/Teach Content:

1. The students will come to the front of the room, and I will read the story, "The Story of the White House."
2. After completing the story, we will discuss the story in detail, talking about things they knew and interesting facts they learned.
3. Once the discussion of the story has been completed, as a group we will compare and contrast the White House with the houses we live in.
4. I will have each student go to his/her computer station and wait for directions. At each station will be directions he/she needs to follow. The directions are as follows.
 - a. Open Internet explorer
 - b. Type the following address: <http://www.whitehouse.gov/kids/tour>. Spotty's White House Tour will appear.
 - c. Choose the "Vermeil Room" link.
 - d. Choose the "Library" link.
 - e. Choose the "China Room" link.
 - f. Choose the "East Room" link.
 - g. Choose the "Green Room" link.
 - h. Choose the "Red Room" link.
 - i. Choose the "Blue Room" link.

- j. Choose the "State Dining Room" link.
5. While we are visiting these rooms, I will read what Spotty has written on the web site. Will also offer other tidbits of information about these rooms that were given on the adult tour.
6. Before leaving the web site, I will introduce the President's First Pets to the students. The links for those are at www.whitehouse.gov/kids/

VI Practice

1. After going through the tour, we will go back to our classroom.
2. I will have a container that has all of the rooms that were discussed on the tour inside of it. I will also have the following words: Spotty, White House, President Bush, Mrs. Bush, Washington DC, United States, Barney, Ofelia and India. Each student will draw a picture of the word s/he chooses.
3. Under the picture, the students will write two-three sentences about their picture. The sentences need to include: what the picture is (name of room or person) and how it is important to the White House.

VII Assessment

1. The students will be assessed in numerous ways throughout this lesson. I will do an informal assessment of the students when we discuss the book and complete the compare and contrast charts. I will be able to identify students that may need help with the other activities we complete.
2. I will assess students based on the pictures they turn in to me. I will look to be sure the students spell the name of the room correctly, identified what the room is used for and the picture is done carefully (not rushed). I will have students present their pictures to the rest of the class.
3. I will also assess students using the learning center that I created about the White House (see "White House Learning Center").

VIII Resources

www.whitehouse.gov/kids
 "The Story of the White House"
www.challenge.state.la.us/k12act/data/white-house.html

IX Indiana Academic Standards

English/Language Arts

1. Standard 2: READING: Comprehension
Comprehension and Analysis of Grade-Level-Appropriate Text
2. Standard 4: WRITING: Writing Process
Research and Technology
Evaluation and Revision
3. Standard 5: WRITING: Writing Applications
4. Standard 6: WRITING: Written English Language Conventions
Handwriting
Sentence Structure
Grammar
Capitalization
Spelling
5. Standard 7: LISTENING AND SPEAKING: Listening and Speaking Skills,
Strategies, and Applications
Organization and Delivery of Oral Communication

Social Studies

1. Standard 1: HISTORY
2.1.1
2. Standard 2: CIVICS AND GOVERNMENT

2.2.4
3. Standard 3: INDIVIDUALS, SOCIETY, AND CULTURE
2.5.5

American Presidents
"Abraham Lincoln"
Lesson Plan

I Objectives:

1. Students will be able to use information presented in the story, "If You Grew Up with Abraham Lincoln" and the PowerPoint presentation to answer questions about Abraham Lincoln.
2. Students will make a log cabin using pretzels and write two statements they learned about Abraham Lincoln on their project.

II Goals for the Lesson:

After reading the story, "If You Grew Up with Abraham Lincoln" and viewing the power point presentation on Abraham Lincoln, you will be able to answer questions about Abraham Lincoln and create his house using pretzels. You will also be able to write what you learned about him.

III Materials Needed:

"If You Grew Up with Abraham Lincoln"
Lincoln Power Point
Paper for Quiz
Pretzels
Glue
Paper
Pencil
Map of US
Cards with names of states on them

IV Engagement/Focus

1. I will divide the classroom in half. I will put the desks on one side and the other desks on the opposite side. I will ask the students if they know why I divided them up. The students should not have any ideas.
2. I will give each student a card with a state on the card. I will tell them they represent that state in the union during the Civil War. I will tell the students that the Civil War divided our country in two. The man who helped bring the nation back together was Abraham Lincoln.
3. I will tell the students we will be learning about Abe Lincoln today and how he helped the United States as the 16th president.

V Intentional/Teach Content:

1. I will have the students go to the reading circle, and have them sit on the floor. I will show them the pictures of the story and read the story to them. We will stop and discuss the story at various parts.
2. Upon completing the story, I will have the students return to their seats. I will show them the Power Point presentation I have created on Abraham Lincoln.

VI Practice

1. After going through power point, I will have the students take the quiz I have created. The students will write their responses on a sheet of paper and turn this into me.
2. I will give each student a sheet of paper and each group a bag of pretzels. I will tell them to take their glue out of their desks. After they have all the materials, I will ask the students what type of house Abraham Lincoln lived in growing up. The students should respond log cabin.
3. I will have the students create a log cabin using the pretzels. The students will also write two facts they learned about Abraham Lincoln and write these below the picture they create.

VII Assessment

1. I chose to give the students a quiz after the PowerPoint presentation for two reasons. First, I wanted to give them an opportunity to be experienced with multiple-choice tests. They will have to take a multiple choice tests during the ISTEP in third grade and it is important they work with these types of assessments. I also wanted to find a way to test comprehension skills. I felt this was a way to see how much information they retained from the PowerPoint and the story.
2. I also attempted to include art into the curriculum because I believe that there is a lot to be said about Gardner's Theory of Multiple Intelligences. I also wanted to see what students retained about Abe Lincoln, which is why I had them write two statements they learned about Lincoln.

VIII Resources

"If You Grew Up with Abraham Lincoln"

<http://score.k12.ca.us/activity/presidentsday/pages/wash.htm>

IX Indiana Academic Standards

English/Language Arts

1. Standard 2: READING: Comprehension
Comprehension and Analysis of Grade-Level-Appropriate Text
2. Standard 5: WRITING: Writing Applications
3. Standard 7: LISTENING AND SPEAKING: Listening and Speaking Skills,
Strategies, and Applications
Organization and Delivery of Oral Communication

Social Studies

1. Standard 1: HISTORY
2.1.1
2. Standard 2: CIVICS AND GOVERNMENT
2.2.4
3. Standard 3: INDIVIDUALS, SOCIETY, AND CULTURE
2.5.5

American Presidents
"Encyclopedia/Resources"
Lesson Plan

I Objectives

1. Students will be able find a topic in an encyclopedia.
2. Students will be able to use the index to find topics.
3. Students will be able to alphabetize topics in order to find them in reference materials.

II Goals for the Lesson:

After working with encyclopedia and other reference materials, you will be able to find a topic.

III Materials:

Encyclopedias
President Reference Books
ABC activity guide
ABC ordering game

IV Engagement/Focus:

1. I will give each student an index card. Each student will place the first initial of his/her last name on the card.
2. I will have the students put themselves in order. I will record this order on an overhead. I will have another overhead with everyone's name in a random order.
3. Students will sit down at their seats, and I will ask the students, "If I wanted to find Caila Smith's name, which page would table would be easier for me to use— the ABC chart or the other? Why? Students should answer this question ABC because it is in an order that is organized. I will ask, "Was there any two people with the same letter as their last name?" "How did you determine which went first?" We will discuss these questions.

V Intentional/Teach Content:

1. I will show the students a set of encyclopedias. I will ask them, "How are the topics in these books organized?" The children should respond ABC order.
2. I will ask the students if I wanted to find information about...
 - a. Birds
 - b. Canada
 - c. Italy
 - d. Washington D. C.
 - e. Theodore Roosevelt... where would I look? Students would hopefully respond with B, C, I, W, and R books, respectively.
3. I will then introduce the President books that I have. I will show them that another way to find information is using an index. An index is at the end of the book and has topics arranged in ABC order. Next to the topic is a page number. The page number is where you will find the topic. I will illustrate how to use this with examples as well.

VI Practice

1. I will give each student a pack of cards. The student must find a spot on the floor in the classroom. The student will empty the cards and organize the topics in ABC order. The student will have a sheet to record their answers on when they are complete.
2. After completing this activity, the student will take pick up an activity guide that asks them to use the encyclopedias. It will be set up as clue game. The student will be given a clue and the clue guides them to the correct answer. They will have to answer the various questions that allow them to use an index and becoming familiar with the encyclopedias.

VII Assessment

1. It is important that the students understand that encyclopedias are arranged in ABC order. By having the students work as a class, then individually with the cards, I will be able to assess the students and see which students are having struggles with ABC order.
2. The second activity guide allows the students to use the encyclopedias and indexes to practice using these resources. This activity will show the students knowledge and understanding of encyclopedias and an index.

IX Indiana Academic Standards

English/Language Arts

1. Standard 2: READING: Comprehension
Structural Features of Information and Technical Materials
Comprehension and Analysis of Grade-Level-Appropriate Text
2. Standard 4: WRITING: Writing Process
Organization and Focus

American Presidents
"Reading Presidential Timelines"
Lesson Plan

I Objectives

1. Students will be able place presidents on a timeline based on when they were in office.
2. Students will be able to order presidents by there year in office.

II Goals for the Lesson:

You will be able to place the presidents on a time line, dependent on the year they took office.

III Materials:

Time line
President Cards
Cards
Who I am Thinking of Activity guide

IV Engagement/Focus:

1. I will give each student a president card.
2. I will ask them to read the card and look to see when their president was in office. I will have the students write their president's name on a card and the first year in office.

V Intentional/Teach Content:

1. We will place the cards on the time line in the appropriate place.
2. I will then ask the students questions about the time line:
 - a. When was Jefferson in office?
 - b. Which president was between Carter and George Bush?
 - c. How many years was George Washington in office?
3. Upon completing this portion of the activity, I will show the students four to five events that occurred in America and have them help me place the events on the time line.

VI Practice

1. The students will be given a question sheet where they have to use the time line we created in class to answer questions about when presidents were in office. The students will turn the activity guide into me.

VII Assessment

1. This is a quick lesson on how to read time lines. Since we did most of the activities together as a class, I decided to assess the students by having them complete an activity sheet that allows them to practice what we did as a group. It is important that students understand how to read a time line.

IX Indiana Academic Standards

English/Language Arts

1. Standard 2: READING: Comprehension
Comprehension and Analysis of Grade-Level-Appropriate Text

Social Studies

1. Standard 1: HISTORY
2.1.5

American Presidents
"Using the Internet Safely"
Lesson Plan

I Objectives:

1. Students will demonstrate how to navigate the Yahooligans search engine and/or other browsers.
2. Students will be able to identify the following internet terms:
 - a. Search engine
 - b. Internet
 - c. Search
 - d. Link
3. Students will create a word map that helps them to identify other words they can use when searching on the Internet.
4. Students will understand the safety rules for the Internet and sign a contract.

II Goals for the Lesson:

1. Upon completion of the Internet activities, you will be able to search the Internet to find information relating to the topic you are learning about.

III Materials Needed:

1. Computers and internet capabilities
2. Internet safety contract
3. Word web activity guide
4. Yahooligans tutorial guide
5. Topic cards

IV Engagement

1. I will have the students choose a topic card that is on the blackboard. The student will take the topic card to his/her seat and wait until all students have a card.
2. I will ask this question: "How many of you know a lot of information about your topic?" Most students should respond saying they know very little about their topic.
3. I will then ask them, "What are ways we can go about finding information about our topic?" Student answers may vary, but I am looking for Internet, computers, etc. If students do not think of this answer, I will ask them, "How many of you have ever used the internet to find information about a topic that interest you?"
4. We will discuss this together and after talking about the Internet, I will collect the topic cards, and we will line up to go to the computer lab.

V Intentional/Teach Content:

1. Each student will sit at a computer, and I will pass out a tutorial guide for all students.
2. Before we begin our tutorial, we will discuss rules that we will agree to while using the Internet. We will brainstorm ideas together, but I have a poster that identifies 8 rules that we will go over; I also have a safety contract each student will sign.
3. I will take students through the tutorial guide. We will use Valentine's Day as our topic to guide us through the tutorial.
4. As we go through the tutorial, I will introduce the following terms: Internet, search, search engine, and link.

VI Practice:

1. After going through the tutorial, I will give the students another topic: "Animals". Each student will use the Yahooligans search engine to find a web site s/he likes. There is an activity guide at the end of the tutorial that the student needs to complete as s/he searches about animals.

2. Once the student has found the web site, s/he will raise his/her hand. I will come to the computer, and check to see if they have correctly used the search engine. They will turn in the activity guide to me.
3. After all students have completed the task, I will have the students sit in a circle on the floor.
4. I will explain that sometimes a topic may be too big and we have to narrow down our search. For example, if we decided to do a search on American Presidents, we would have too much information retrieved. We would have to narrow our search. We can do this by using a word web.
5. The students will each be given a word web, and will brainstorm in partners' ways to make our search smaller.
5. The students will turn this into me, and after all students have completed this, we will talk as a class about the word web and ideas they had.

VII **Assessment:**

I will assess students in two ways throughout this lesson:

1. I will check each child's computer to see if they have used the search engine to correctly identify a web site about Animals. The child will have an activity guide to complete that shows how they went about using the search engine on animals.
2. It is important for students to know that topics may be too large to search. Therefore, by having the students complete a word web, it allows them to limit their search to a more concrete topic.
3. Students also sign a safety contract stating they have read, understand and will follow the safety procedures discussed in class.

VIII **Resources**

1. <http://www.siec.k12.in.us/~west/proj/surf/surfless.htm>
2. www.yahooligans.com
3. Various posters from the Learning Well

IX **Indiana Academic Standards**

English/Language Arts

1. Standard 4: WRITING: Writing Process
Research and Technology

American Presidents
"George Washington"
Lesson Plan

I Objectives:

1. Students will be able to write a paragraph about George Washington that answers the question, "Why is George Washington the Father of our Country?"
2. Students will be able to use information presented in the story, George Washington: A Picture Book Biography to answer questions about George Washington.

II Goals for the Lesson:

After reading the story, George Washington: A Picture Book Biography" and viewing the power point presentation on George Washington, you will be able to answer questions about George Washington and write a paragraph on why George is the Father of our Country.

III Materials Needed:

"George Washington: A Picture Book Biography"
Washington Power Point
Paper for Quiz
Paper for Washington Essay

IV Engagement/Focus

1. I will show the students a map of the United States of America.
2. I will ask the students various questions about the map:
"Where is Indiana?"
"Where is Mt. Vernon?"
"Who is responsible for helping our country begin?"
3. By using these questions, I hope to prompt interest in the students on how our country was created. After showing the students the map and asking these questions, I will show them the story, "George Washington: The Picture Book Biography."

V Intentional/Teach Content:

1. I will have the students go to the reading circle, and have them sit on the floor. I will show them the pictures of the story and read the story to them. We will stop and discuss the story at various parts.
2. Upon completing the story, I will have the students return to their seats. I will have each child write one thing s/he learned about George Washington. I will have the students share the answers with the class and turn them into me. (NOTE: I will use their responses to create the first page of our Big Book.)
3. I will show them the Power Point presentation I have created on George Washington.

VI Practice

1. After going through power point, I will have the students take the quiz I have created. The students will write their responses on a sheet of paper and turn this into me.
2. After completing the quiz, I will give the students the following question: "Why was George Washington called the Father of our Country?" The students will have to the following information in the report:
 - a. Who is George Washington
 - b. When he was born
 - c. What president was he
 - d. Why is he called the father of our country
 - e. When he died
 - f. Where he lived
 - g. An illustration to accompany this paper.
3. The students will follow the writing process when writing this paper (they have spent a great deal of time on the writing process, so we will review the different steps).
4. Students will have two days to work on this, and be expected to turn this in on time.

VII Assessment

1. I chose to give the students a quiz after the PowerPoint presentation for two reasons. First, I wanted to give them an opportunity to be experienced with multiple-choice tests. They will have to take a multiple choice tests during the ISTEP in third grade and it is important they work with these types of assessments. I also wanted to find a way to test comprehension skills. I felt this was a way to see how much information they retained from the PowerPoint and the story.
2. I also chose to have the students write a small essay about George Washington because, again, they will have to do some writing on the ISTEP. Also, this evaluates whether the students follow directions, and can write in complete sentences with proper punctuation and capitalization. Also, it reviews the writing process.

VIII Resources

“George Washington: A Picture Book Biography”
<http://score.k12.ca.us/activity/presidentsday/pages/wash.htm>

IX Indiana Academic Standards

English/Language Arts

1. Standard 2: READING: Comprehension
Comprehension and Analysis of Grade-Level-Appropriate Text
2. Standard 4: WRITING: Writing Process
Evaluation and Revision
3. Standard 6: WRITING: Written English Language Conventions
Handwriting
Sentence Structure
Grammar
Capitalization
Spelling

Social Studies

1. Standard 1: HISTORY
2.1.1
2. Standard 2: CIVICS AND GOVERNMENT
2.2.4

American Presidents
"Asking Relevant Questions"
Lesson Plan

I Objectives

1. Students will be able to create questions that allow them to think critically about a topic.
2. Students will be able to respond in detail on a question they write, using resources as necessary.

II Goals for the Lesson:

Once we have finished this activity you will be able to identify important questions that help you research a topic.

III Materials:

Stenographer Notebooks (little ones)
Pencil
Who, what, when, where, why, how cards

IV Engagement/Focus:

1. "Congratulations! You have just been hired as a journalist for the History Herald. You are all reporters and I am Abraham Lincoln, the 16th president of the United States of America."
2. I will give each student a stenographer notebook. "This is your notebook to write your questions and keep notes."

V Intentional/Teach Content:

1. As a journalist, what kind of questions would you ask?
2. I will introduce the Who, what, when, where, why, how cards to the students and we will discuss as a class what each question word means.
3. I will make sure students understand that good questions are questions that require more than yes or no answers.

VI Practice

1. "Using your stenographer notebook, I want you to write at least one question using who, what, when, where, why and how that you could ask Abraham Lincoln.
2. After writing those questions, the students will circle their favorite question. The student will write that question at the top of a sheet of paper.
3. The student will pretend s/he is Abraham Lincoln and s/he will answer the question. The student must have four-five sentences, use correct spelling, complete sentences, proper capitalization and punctuation. They also may use additional resources if they wish.
4. The student will edit and publish this paper, and turn in their stenographer's notebook.

VII Assessment

I will assess the students to see that they wrote a question that began with who, what, when, where, why and how. I will also evaluate their writing assignment, making sure they have all of the following criteria met mentioned above.

IX Indiana Academic Standards

English/Language Arts

1. Standard 4: WRITING: Writing Process
Organization and Focus
Evaluation and Revision
2. Standard 5: WRITING: Writing Applications
3. Standard 6: WRITING: Written English Language Conventions
Handwriting

Sentence Structure
Grammar
Capitalization
Spelling

Social Studies

1. Standard 1: HISTORY
2.1.1
2. Standard 2: CIVICS AND GOVERNMENT
2.2.4
3. Standard 3: INDIVIDUALS, SOCIETY, AND CULTURE
2.5.5

American Presidents
Presidential Project

I Objectives

1. Students will take information they have learned about researching, organization, and presidents to create a comprehensive project that looks at one president in detail.
2. Students will illustrate portrait of the president and other illustrations based on the information they learn.
3. Students will be able to organize information and present the information by creating a page for the class' big book.

II Goal for the Learner:

When you have finished your project on your president, you will be very knowledgeable in the life, history and events of your president. You will present your project to the class by creating a big book page for the President Book.

III Intentional/Teach Content

1. Students will be working independently over the course of three days to complete this project. I will introduce the pages to the students at different times throughout the week. Students will be given class time to work on these projects (see schedule).

IV Assessment/Evaluation

1. I will create a rubric that will be divided into two parts:
 - a. Approximately 60 percent of grade will cover writing aspect of the project (see Rubric attached).
 - b. Approximately 40 percent of grade will cover Big Book page (see Rubric attached).

V Indiana Academic Standards

English/Language Arts

1. Standard 1: READING: Word Recognition, Fluency, and Vocabulary Development
Decoding and Word Recognition
2. Standard 2: READING: Comprehension
Structural Features of Information and Technical Materials
Comprehension and Analysis of Grade-Level-Appropriate Text
3. Standard 4: WRITING: Writing Process
Organization and Focus
Research and Technology
Evaluation and Revision
4. Standard 5: WRITING: Writing Applications
5. Standard 6: WRITING: Written English Language Conventions
Handwriting
Sentence Structure

Grammar
Capitalization
Spelling
Standard 7: LISTENING AND SPEAKING: Listening and
Speaking Skills, Strategies, and Applications
Comprehension
Organization and Delivery of Oral Communication
Speaking Applications

Social Studies

1. Standard 1: HISTORY
2.1.1
2. Standard 2: CIVICS AND GOVERNMENT
2.2.4
3. Standard 3: INDIVIDUALS, SOCIETY, AND CULTURE
2.5.5

American Presidents
Big Book Project

After you have completed your booklet on your president, you will create one page about your president. This page will be completed on a large sheet of paper. We will take your page and all the other student's pages and create a President Book for the classroom. You will put the following information on your page.

Name of your president

A picture of your president

What president he was (1st, 15th, 42nd)

The years he was in office

Two things he did while he was president

All of this information is in your president booklet you created.

Be sure to use your best handwriting and color your picture of your president neatly.

American Presidents
"People and Places of the White House"
Learning Center

I Objectives

1. Students will be able to identify the names and places of the White House with the appropriate descriptions.

II Goal for the Learner

By completing this learning center, you will be able to correctly identify the names and places of the White House with the correct descriptions.

III Materials Needed

Activity Guide
Names & Places word pieces
Description cards
File Folder

IV Instruction of Learning Center

1. Students will take file folder that is labeled People and Places of the White House.
2. Students will open folder and take out envelope that is attached and empty contents.
3. The cards include the room and names of people and another set of cards contain the description for the room and names.
4. The student will match the room and names of people with the appropriate description card (matching activity).
5. On the back of the description card will be numbers. The student will have an activity guide with the names of the rooms and people. The student will write the number that corresponds with the room/person.
6. Part B: Underneath the names of the rooms/person will be five questions that ask the students to determine where an activity would occur in the White House. For example, "If I were to eat in the White House I would be in the _____. " The student will have to fill in the blank with the correct room.
7. The student will turn this sheet into the Learning Center box, and clean up the learning center.

V Assessment

I will assess the student by reviewing the activity guide the student completed. It is important for the student to be able to identify the rooms with the descriptions and the people of the White House with their titles (10 points for correctly identify the descriptions of the words). Part B evaluates their understanding of how the White House functions. The students will have to using their critical thinking skills to determine where events would happen.

VI Indiana Academic Standards

English/Language Arts

1. Standard 2: READING: Comprehension
Comprehension and Analysis of Grade-Level-Appropriate Text
2. Standard 4: WRITING: Writing Process
Research and Technology

American Presidents
"Parts of Speech"
Learning Center

I Objectives

1. Students will be able to organize words in to two categories: nouns and verbs.
2. Students will be able to create a sentence using a noun and a verb.

II Goal for the Learner

After completing this learning center you will be able to identify whether words are nouns or verbs. You will also be able to create sentences using the nouns and verbs.

III Materials Needed

File folder
Nouns and verb written on slips of paper
Activity Guide

IV Instruction of Learning Center

1. Students will go the learning center and remove all words from the envelope.
2. The student will read the word and place the word under the noun or the verb category.
3. The student will record the words on the activity guide.
4. Once completing this part of the activity, the student will write three sentences. The student will choose a noun and a verb from the columns to write the sentences.
5. The student will turn the activity guide into the Learning Center box and clean up the words at the center.

V Assessment

I will assess the student by reviewing the activity guide the student completed. I will check to see that the student understands the difference between nouns and verbs. This concept will be evaluated by having the students place all the words in the correct column (20 points). The second part of this activity will assess whether the student can construct a sentence that includes the following: noun, verb, capitalization, punctuation and makes sense (5 points for each sentence). This part of the activity is important because this checks that the student not only understands what a noun and verb is, but that s/he understands how to create a coherent sentence.

VI Indiana Academic Standards

English/Language Arts

1. Standard 6: WRITING: Written English Language Conventions
Grammar

American Presidents
"Presidents of the US"
Learning Center

I Objectives

1. Students will be able to identify important facts about presidents using the President Cards.
2. Students will be able to read a selection/paragraph and use the information to answer a question.

II Goal for the Learner

After completing this learning center you will be able to place important facts and/or events with the presidents of the United States.

III Materials Needed

Poster Display board (three sided)
Library card sleeves
Statements about presidents
President cards
Activity guide

IV Instruction of Learning Center

1. Students will go the learning center. At the learning center will be statements about various presidents (10-15 presidents).
2. There will be 15 cards that have a picture of the presidents on one side and interesting information on the back.
3. The students must read the information and place the correct president with the statement about him.
4. The student will place the card in the sleeve underneath the statement.
5. Once identifying all 10-15 presidents on the board, the student will complete the activity sheet.
6. The activity sheet will have a table that resembles the poster board. The student will write transfer the president name from the poster board onto the activity guide.
7. Part B: There will be five statements that identify five important questions relating to current events and important past events. The student will read each question and choose the correct president from the box above the statements.
8. The student will turn this guide into the Learning Center box and remove all president cards from the poster board.

V Assessment

I will assess the student by reviewing the activity guide the student completed. The students will be evaluated in two ways. The first part of the activity focuses on pulling information from a paragraph and matching the information with the statements on the board. This focuses on comprehension (10-15 points). Part B of the activity guide focuses on current events, and allows students to put events in relation to his/her life (five points).

VI Indiana Academic Standards

Social Studies

1. Standard 1: HISTORY
2.1.5
2. Standard 5: INDIVIDUALS, SOCIETY, AND CULTURE
2.5.5

Facts About US Presidents

Name _____ Date _____

Read each sentence on the president board.

Place the correct card in pocket next to the statement.

Write the president's name on the line below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____

American Presidents
"Capitalization and Punctuation"
Learning Center

I Objectives

Students will be able to identify words that need capitalized in a sentence:

1. Proper nouns
2. First word in a sentence

Students will be able to use proper punctuation at the end of sentences:

1. Question Mark
2. Period
3. Exclamation Point

II Goal for the Learner

Through the use of this learning center you will be able to practice capitalizing words that need capitalized in a sentence. You will also decide on which kind of punctuation is needed at the end of sentences.

III Materials Needed

File Folder
Words that are capitalized to choose from
Pieces of paper with the different punctuation marks.
Activity guide to write the new sentences

IV Instruction of Learning Center

1. Students will take file folder that is labeled Punctuation/Capitalization.
2. Students will open folder and take out envelope that is attached and empty contents.
3. At the top of the file folder will be the definition of a capitalized letter and the definitions of each kind of punctuation.
4. Written on the file folder will be five sentences that needs to be corrected. There will be one capitalization error and one punctuation error.
5. Students will choose what the capitalization error is and will place the correct word (found on one of the pieces of paper) over the incorrect word on the folder.
6. Students will determine what kind of punctuation is needed and add this to the sentence on the file folder.
7. Part A: The student will write the correct sentence they have created. The students will circle the word s/he capitalized and underline the punctuation.
8. Part B: The student will answer the following questions at the bottom of the page:
 - a. How did you know which word to capitalize in number 2?
 - b. What clue word(s) did you use to decide that a question mark was the correct punctuation for a sentence?
9. Part C: There will be four sentences on the activity guide. The punctuation has been given, and the student must decide if the punctuation is the right one or not. If it is not, the student must correct the sentence.
10. The child will hand the activity guide into the activity guide box and clean up his/her work.

V Assessment

I will assess the student by looking at the sentences s/he modified at the learning center. I will check that s/he capitalized the correct word (they will receive a point for capitalizing the correct word). I will also check to be sure that they used the correct punctuation at the end of the sentence (one point for this). Part B allows me to evaluate why the student chose the words to capitalize the punctuation (Four points possible). Part C allows for me to check to see if students know how to use clue words in the sentence to determine the appropriate punctuation (four points).

- VI Indiana Academic Standards
 - English/Language Arts
 - 1. Standard 6: WRITING: Written English Language Conventions
 - Capitalization
-

American Presidents Journal Entries

During the two-week period, students will keep a journal that allows them the opportunity to reflect upon various aspects of being president and the history of presidents. It is important for students to be able to write their reactions, thoughts, questions and ideas to aid them in the learning process. I will collect the journals daily and read the entries the students make. I will write my own reaction when appropriate.

Assessment:

1. A formal assessment will not be taken on this activity. I want the students to be able to freely write about their ideas without the pressure of receiving a grade.
2. I will use this journal as a reference to determine what students are learning, and if they are having meaningful experiences throughout this unit.
3. Students will turn in the journal after every entry. I will check to see that they have answered the question and will respond when necessary.
4. This will be used as a reference to evaluate the student's success in the writing process. I will check for capitalization, punctuation, and complete sentences.

Entries:

1. What I would/would not want to be President?
2. What makes a good President?
3. If I was President...?
4. If I could choose anyone to be President it would be..."
5. The hardest part about being President would be..."
6. My favorite president is ... Why?

**American Presidents
Word Wall**

Word Wall for Week One

<i>New Words</i>	6. elect	3.
1. President	7. America	4.
2. United States		5.
3. Citizen	<i>Review Words</i>	6.
4. Vote	1.	7.
5. Indiana	2.	8.

Word Wall for Week Two

<i>New Words</i>	6. government	3.
1. politics	7. liberty	4.
2. White House		5.
3. Eagle	<i>Review Words</i>	6.
4. Washington D.C.	1.	7.
5. Bush	2.	8.

Activities Used for the Word Wall

Monday: Write the words

Tuesday: Be a Mind Reader

Wednesday: Secret words

Thursday: Alphabetize the Words

Friday: Test over words

Indiana Academic Standards

English/Language Arts

- Standard 1: READING: Word Recognition, Fluency, and Vocabulary Development
Decoding Word Recognition

Social Studies

- Standard 1: HISTORY
2.1.4

American Presidents

Daily Oral Language (DOL):

1. The president of the united states of america is george w bush
2. President bush lives in Washington d.c.?
3. the 16th president is abraham lincoln.
4. George bush are from texas.
5. Abraham lincoln wrote the gettysburg address.
6. The election of the president is in november.
7. Who was president before bill clinton
8. George, laura jenna and barbara make up the bush family
9. The president office was called the oval office, right
10. Isn't laura bush the first lady

**Actual Schedules
Used for Unit**

PLANS

For the Week Beginning Feb 11

		Teacher		
9:20 First Grade Writing 2nd Gr. Math w/Mrs. Pulver	10:20 Guided Reading	11:00 Reading Skills	11:23	11:28 12-12:30
GP 115 GP 116	Read: So You Want to be President KWL Chart About Presidents	Centers A) aw, ou es, ies, ed B) White House C) Presidents D) Book Reports -or inflectional endings	Rest-room Wash Hands for lunch	Lunch Eat with kids or... in the lounge Recess Duty Free
9:20 First Grade Writing 2nd Gr. Math w/Mrs. Pulver	10:20 Guided Reading	11:00 Reading Skills	11:23	11:28 12-12:30
2 Hour Delay		GP 106 Helping Verb Assessment (GP 104 106) Centers	Rest-room Wash Hands for lunch	11:23 <u>12:28</u> Lunch Eat with kids or... in the lounge Recess Duty Free
9:20 First Grade Writing 2nd Gr. Math w/Mrs. Pulver	10:20 Guided Reading	11:00 Reading Skills	11:23	11:28 12-12:30
GP 117 computer Get Jones Writing Book 11:00 AM	What is a President? President Crate Books	Centers A)	Rest-room Wash Hands for lunch	Lunch Eat with kids or... in the lounge Recess Duty Free
9:20 First Grade Writing 2nd Gr. Math w/Mrs. Pulver	10:20 Guided Reading	11:00 Reading Skills	11:23	11:28 12-12:30
GP 119 Pr. Assessment GP 120 Post Computer	11-12 Day President President Crate Books	Centers	Rest-room Wash Hands for lunch	Lunch Eat with kids or... in the lounge Recess Duty Free
9:20 First Grade Writing 2nd Gr. Math w/Mrs. Pulver	10:20 Guided Reading	11:00 Reading Skills	11:23	11:28 12-12:30
GP 118	Make assessment	Assess Pract Drawing Conclusion Inflectional Endings es, ies, ed	Rest-room Wash Hands for lunch	Lunch Eat with kids or... in the lounge Recess Duty Free

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

12:35 Writing Why I would Want to be President! • Brainstorming		1:10 Music	1:45 Working with Words Word wall of Presidents		2:10 Science, Social Studies, or Health White House Lesson Computers	2:30 Recess Duty Free Lin. Video	3:00 Self- Selected Reading Teacher Reads Then Students
12:35 P.E. Shoes/ Class Book	12:45 Physical Education	1:25 Writing 1:05 Change Shoes 1:10-1:40 P.E. 1:45- Abc Lincoln lesson 2.2.11			2:10 Working with Words Lincoln Video	2:30 Recess On Duty	3:00 Self- Selected Reading Teacher Reads Then Students
12:35 Writing Want to Be President - Rough Draft - Edit		1:10 Music	1:45 Working with Words Encyclopedias Guided activity		2:10 Science, Social Studies, or Health 2 Wk. Videos	2:30 Recess Duty Free	3:00 Self- Selected Reading Teacher Reads Then Students
12:35 Writing 1:00 D.A.R.E. 1:00-1:30 Final Copy		1:20 Printing	1:30 Library	2:00 Working with Words Valentine's Party		2:30 Recess Duty Free	3:00 Self- Selected Reading Teacher Reads Then Students
12:35 Writing Cinquain - on Presidents put out 10 copies to friends		1:20 Printing	1:30 Counseling Centers Introduce Projects		2:00 Friday Routine A.R. Points / Tiny Tickets Group Sticks / Tiny Tickets Discipline Charts Pass out: newsletter spelling and vocabulary word flash cards Friday Reading Hmwk. Clean-up Room	2:30 Recess Rotate Duty Every 4 Wks	3:00 Star Student Spotlight A.R. Coke

PLANS

For the Week Beginning

Feb 18

Teacher

<p>9:20 First Grade Writing</p> <p>2nd Gr. Math w/Mrs. Pulver</p> <p>GP129</p> <p>Computer</p> <p>Writing:</p>	<p>10:20 Guided Reading</p> <p>So You want to be President</p> <p>President Coolidge</p> <p>Word Wall Words</p>	<p>11:00 Reading Skills</p> <p>Informal Book</p> <p>Use table contents, chapter heading to locate info. in text</p>	<p>11:23 Rest-room</p> <p>11:28 Lunch</p> <p>12-12:30 Recess</p> <p>Duty</p> <p>Free</p> <p>Eat with kids or... in the lounge</p>
<p>9:20 First Grade Writing</p> <p>2nd Gr. Math w/Mrs. Pulver</p> <p>GP130</p> <p>Computer</p> <p>writing:</p>	<p>10:20 Guided Reading</p> <p>So You want to be President</p> <p>President Coolidge</p> <p>Word Wall Words</p>	<p>11:00 Reading Skills</p> <p>30500000</p>	<p>11:23 Rest-room</p> <p>11:28 Lunch</p> <p>12-12:30 Recess</p> <p>Duty</p> <p>Free</p> <p>Eat with kids or... in the lounge</p>
<p>9:20 First Grade Writing</p> <p>2nd Gr. Math w/Mrs. Pulver</p> <p>GP131/132</p> <p>Computer</p> <p>writing:</p>	<p>10:20 Guided Reading</p> <p>So you want to be President</p> <p>The Best Vacation Book</p> <p>Word Wall Words</p>	<p>11:00 Reading Skills</p> <p>Decoding Lesson</p>	<p>11:23 Rest-room</p> <p>11:28 Lunch</p> <p>12-12:30 Recess</p> <p>Duty</p> <p>Free</p> <p>Eat with kids or... in the lounge</p>
<p>9:20 First Grade Writing</p> <p>2nd Gr. Math w/Mrs. Pulver</p> <p>Assess GP133</p> <p>Computer</p> <p>writing:</p>	<p>10:20 Guided Reading</p> <p>The Best Vacation Book</p> <p>Evil</p>	<p>11:00 Reading Skills</p> <p>Review for Assessment</p>	<p>11:23 Rest-room</p> <p>11:28 Lunch</p> <p>12-12:30 Recess</p> <p>Duty</p> <p>Free</p> <p>Eat with kids or... in the lounge</p>
<p>9:20 First Grade Writing</p> <p>2nd Gr. Math w/Mrs. Pulver</p> <p>Computer</p> <p>writing:</p>	<p>10:20 Guided Reading</p> <p>Crate Books</p> <p>Assess Table of Contents</p> <p>Glossaries, Index</p> <p>Encyclopedia & Letters</p>	<p>11:00 Reading Skills</p>	<p>11:23 Rest-room</p> <p>11:28 Lunch</p> <p>12-12:30 Recess</p> <p>Duty</p> <p>Free</p> <p>Eat with kids or... in the lounge</p>

12:35 Writing President Project (P.P.) Biographical Boe Birth/Death of President Journaling Final Copy Who I Would Write to		1:10 Music	1:45 Working with Words Irregular Words New Words SP III		2:10 Science, Social Studies, or Health Abe Lincoln Round Point	2:30 Recess Duty Free	3:00 Self-Selected Reading Teacher Reads Then Students	3:25 Clean up Discipl. Charts 3:40 Dismiss
12:35 P.E. Shoes/Class Book	12:45 Physical Education	1:25 Writing P.P. During His Childhood vs. Boe Journaling Grammar Practice 12 on letters + start letters			2:10 Working with Words Review 5 New Words to regular words	2:30 Recess On Duty	3:00 Self-Selected Reading Teacher Reads Then Students	3:25 Clean up Discipl. Charts 3:40 Dismiss
12:35 Writing P.P. Margaret Children Journaling Write a letter to a president		1:10 Music	1:45 Working with Words Irregular Words Test SP III & 14		2:10 Science, Social Studies, or Health Science Round Point	2:30 Recess Duty Free	3:00 Self-Selected Reading Teacher Reads Then Students	3:25 Clean up Discipl. Charts 3:40 Dismiss
12:35 Writing P.P. Who I Would Write to Office Journaling (PTD) Envelopes Letters Start If I Were Pres.		1:20 Printing	1:30 Library	2:00 Working with Words Irregular Words SP III		2:30 Recess Duty Free	3:00 Self-Selected Reading Teacher Reads Then Students	3:25 Clean up Discipl. Charts 3:40 Dismiss
12:35 Writing P.P. Important Facts Journaling If I Were President		1:20 Printing	1:30 Counseling of Centers Counseling		2:00 Friday Routine A.R. Points / Tiny Tickets Group Sticks / Tiny Tickets Discipline Charts Pass out: newsletter spelling and vocabulary word flash cards Friday Reading Hmwk. Clean-up Room	2:30 Recess Rotate Duty Every 4 Wks	3:00 Star Student Spotlight Then Students	3:25 Put away Star Things 3:40 Dismiss